
















**Grade 3Math: Weeks 25 – 30 March 4- April 19
2012-2013**

Standards		Lessons	Teacher Notes														
Standards with Red Keys are priority standards.																	
<div></div> <p>3.OA.7 – Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Learning Target: I can fluently multiply, demonstrate from memory products of two one-digit numbers, and divide within 100.</p>	<div></div>	<p><i>To address the KCAS Standards, the following should be included in instruction:</i></p> <p>Math Investigations Unit 2: •1.1, 3.1 – 3.4 Unit 4: • 1.2 – 1.5 2.1 - 2.4, 2.5A, 2.6,</p> <p>Gap Lesson: •Using the Distributive Property of Multiplication with Area Models</p>															
<p>3.MD.4 – Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.</p> <p>Learning Targets: I can collect data by using a ruler to measure length to the nearest fourth, half, and whole inch. I can create a line plot marked with the appropriate units to show my measurement data.</p>	<div><div></div></div>	<p><u>Vocabulary</u> attribute, area, square unit, gap, overlap, square cm, square m , square in., square ft, nonstandard units, tiling, side length, decomposing, perimeter, linear, line plot</p> <p>www.amathsdictionaryforkids.com</p>															
<div></div> <p>3.MD.5 – Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p>Learning Targets: I can define a “unit square”. I can cover the area of a plane figure with n unit squares without any gaps or overlaps and identify the area as n square units.</p>	<div><div></div></div>	<table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>3.OA.7</td><td></td></tr><tr><td>3.MD.4</td><td></td></tr><tr><td>3.MD.5</td><td></td></tr><tr><td>3.MD.6</td><td></td></tr><tr><td>3.MD.7</td><td></td></tr><tr><td>3.MD.8</td><td></td></tr></table>	Formative Assessment Opportunities		3.OA.7		3.MD.4		3.MD.5		3.MD.6		3.MD.7		3.MD.8		
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 <p>3.MD.6 – Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>Learning Target: I can measure area by counting square units (cm, m, in, ft, and others).</p>	 		
 <p>3.MD.7 – Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>Learning Targets: I can find the area of a rectangle by tiling it. I can compare the area of a rectangle found by tiling it to its area when multiplying the side lengths. I can solve word problems to find the area of a rectangle by multiplying side lengths. I can draw a rectangular area model to represent a product. I can use tiling and an area model to represent the distributive property of multiplication. I can break apart a figure into non-overlapping rectangles. I can add areas of rectangles together to find the total area of a figure. I can solve real world word problems by finding the total area of a figure.</p>	 		
<p>3.MD.8 – Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>Learning Targets: I can solve problems that involve finding the perimeter of a polygon given an unknown side or given the side lengths. I can create or draw rectangles with the same perimeter but different areas. I can create or draw rectangles with the same area but different perimeters.</p>	 		

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